Interview [P13]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher  
Yes. So yeah, please don't worry if there's something you DON'T want to talk about or you don't feel you CAN or or you just don't WANT to, it's perfectly fine. Just move on to the next question. Obviously, I don't know EXACTLY what you do at university, so some of my questions may not be so RELEVANT to you. So if you feel that's the case, please just.

[P13]  
Yeah, all that I don't know. Even even though I don't know. I I can just talk to certain position.

Researcher  
Yeah, sure, sure. It's it's all about um getting different PERSPECTIVES on it anyway, and it's great to have you because you're in the [governance body]. So, so far, I haven't interviewed ANYONE in the [governance body], so I'm just happy to get your opinion ((laughing)) and some insights, you know, so that's brilliant.

[P13]  
Umm. OK.

Researcher

So yeah, you probably saw from our information form that we're basically looking at um WHY there is this trend happening in European universities that more and MORE courses are being offered in English. So we started with looking at the Netherlands because they were quite EARLY implementers of English language programs. I'm taking a look at Austria, and we also have some other countries in mind, which hopefully we're going to be able to research. So we know we will be researching Spain and probably Italy and possibly some others. And so we're trying to kind of getting get a bit of a composite picture of a different developments in different places basically ((laughing)).

Yeah. So that's basically I just thought maybe we could start, you could tell me a little bit about your role [in governance body]. So for example, do you work with the [governance body], for example, just to warm you up a bit?

[P13]  
Yeah. No, that that's maybe important to know what role I'll take within the the [governance body], because I'm really I'm the the [role in governance body]. I'm responsible for [redacted identifying information].

Researcher  
OK, that's great. So um so to kind of shift the focus a little bit to LANGUAGE. So I was wondering, have you ever BEEN a participant in meetings where the LANGUAGE of the academic program delivery has been discussed, so whether we should HAVE a program in English or in German or a bilingual, and so you know, WHAT considerations were made. So for example can you talk maybe about if you had a GERMAN program that was CHANGED to English, do you have any insights into that?

[P13]  
We we have, we have ALWAYS when we develop a new curriculum, but when we also CHANGE a curriculum, we have a meeting together with the professors or the MAIN professors of the curriculum and the persons who are, who are responsible for it and go ahead and [?] also with the Rector, and we make kind of decisions WHAT language should be the MAIN language in the curriculum, that it makes SENSE that it's JUST in German, that's ONE possibility, whether it's German AND OR English OR that it's an ENGLISH program. Yeah. Whether, and we have more or less on the on the, on the BACHELOR level we have, uhh, MOST of our our programs run in German OR in English, kind of mixture, and we have a now very much master's degrees which run JUST in English and this has also is important because then we can uh also attract INTERNATIONAL students in in SOME subjects. It's very important that we become MORE international from from a kind of population of the students. Yeah, but we always DISCUSS it, especially when we make a NEW program and when we change it, we discuss it beforehand. What RESULTS could have this change in the curriculum for our population of our cohort of students, because of course, if we decide to make it JUST in German then, then we have another group of students or whether we make it just in English, then get other persons in the programs. Yeah. And this is one thing which where we decided in the kind of of the macro level, but THEN we have also in the kind of when you look at the curriculum, we have CERTAIN models that we say this PROGRAM is generally in German, but there are certain courses that you need ALSO English because the the the LITERATURE on what you're working is in English, so you NEED a certain level of English as well. So this is also ANOTHER possibility, but this is then WORKED out very much from the from the COLLEAGUES within the subject.

Researcher  
So would that kind of subject then be a BILINGUAL subject, the kind you mentioned. Yeah. OK.

[P13]  
Yeah. That that would be BILINGUAL, maybe the that’s it's that the the COURSE language is German. But of course you have to read, you have to know ENGLISH because you have to read a certain papers in English and.

Researcher  
OK. So would it be sorry, would it be CLASSED as bilingual then on the program, it would be classed as as such, yeah.

[P13]  
Umm yeah. Yeah ((nodding)).

Researcher  
OK, so I noticed that when looking at your programs on the website that, you know, the the level required for German is C1, but the level required for English is B2. So could you tell me something about WHY there's a difference between the requirements?

[P13]  
Yeah, we have also programs where they SAY especially master programs where they say you would need English as C1, yeah, or you would need English with CERTAIN specialty in a certain I think about some courses or some programs in [subject area] where you say, alright, it's not ENOUGH you you need a certain level in in English on B2, but you have had uh also courses special courses in English for [specific purposes] so that you can follow the program in the master program. But this would always be written also in the curriculum, when you can when you come within the program. And why C1 and why B2 for English, it since GERMAN is our ‘Bildungssprache’ and most of our students who COME, they they have not to be categorized in this kind of uh European program which is made for foreign languages, but we have to signalize that students who come from ABROAD, that they have to know a certain LEVEL of German, because otherwise they could not FOLLOW the program, and B2 for English, it's in the in the BROADER sense, it's a POSSIBILITY for ALL our students who had made ‘MATURA’, and this is kind of the ABITUR in in, in, in, in the high school, they could FOLLOW the program and they would not to have other certain courses or special courses like the Cambridge certificate, because when you, when when you ENROLL for the for a certain program, you would need a SPECIAL certifications you, yeah, because when it's written in the curriculum that you need B2 or C1 and you come not from a school system within Austria you have to CLARIFY that you really BRING this level and for THAT reason we have to write it also in the curriculum. Yeah. And B2 that's why we WOULD not say it's important, kind of that the level of mother language or kind of language language one but kind of English as a foreign language, is is important, and from THAT we would start, yeah.

Researcher  
And in the um in the Universities Act 2002, you need to be able to continue in one subject related to area from BA level without further qualitative requirements. So I guess having it B2 English obviates, it's NOT then a further qualitative requirement because they have it from Matura anyway, don't they? So that's that's the way also LEGALLY to deal with.

[P13]  
That’s right. Yeah, and that WOULD not be a problem even if there have, because we have SOME like, in [subject area] we have some uh courses, which are focused on this kind of English for certain purposes, and THEN all the students who have done this kind of bachelor international thing, they would also have all the requirements for the master, which is then in English and needs maybe further knowledge in language skills.

Researcher  
Right. So it's ALREADY incorporated into the BA provision to allow for English Language Masters program IF the student wants to continue in the same subject area basically.

[P13]  
Yeah, that's right. Yeah.

Researcher  
OK, so coming back to the decision making in the meetings, so you mentioned before with the NEW implementation of English that there were CERTAIN subjects that that would be better in English because you want to attract international students. What kind of SUBJECTS would you say fall into that category?

[P13]  
Yeah, it it's it depends very much really from the subject and especially from the the RESEARCH fields as well. I see it very much now kind of a development in the in the science of nature, ‘Lebenswissenschaften’, all these kind of [subject area], all these interdisciplinary programs with medicine as well, so they uh from a kind of INTERNATIONAL standard, they have more or less programs in English because they want to attract very INTERNATIONAL researchers as well. And I would say it's very much in the field of the science of nature? Yeah, this this field, we have a LITTLE bit in kind of [subject area], [subject area], but that's of course that's important because they have to train the languages as well and they have to broaden up the focus. So they change into English as well, yeah.

Researcher  
May I ask you, this is just something that has crossed my mind and it MAY be a stupid question, but why is it that INTERDISCIPLINARITY kind of tends towards English? What what is the link between interdisciplinarity and English language programs? Because I've noticed this MYSELF before and other people have mentioned this, and I'm wondering yeah what is the LINK between interdisciplinarity and?

[P13]  
Yeah, it's it's not really, it's not always really a LINK ((laughing)) between, it depends on the DISCIPLINES which are working together, because we have also interdisciplinary programs between the [subject area] and [subject area], and there English is not there.

Researcher

And they’re in German.

[P13]

Because the the students would follow a certain program which is MORE important also to OTHER languages, because there we have also we have this kind of when you look on a BROADER sense, then English as a lingua franca, and maybe the most important language in the academic field is very much within these fields what I was saying beforehand, but then we have a very STRONG department of [subject area] and THERE, for example, we want to BROADEN a kind of multilingualism within the university where we say, ohh, we would like to run certain programs where we, of course, we have to run these programs in Germans, but we want that our students also make courses in [foreign language], make courses in [foreign language] languages, make courses in [foreign language]. Yeah, so we want also this kind of language skills which are LINKED then, and this is also interdisciplinary, linked with certain topics where you NEED all these languages, [foreign language], for example, or also [foreign language], [foreign language] languages. So we have certain programs where THESE languages become then MORE important than English, but it's a kind of GENERAL understandings for international students, you decide then, to make the program German or or English and THEN you have other languages on top.

Researcher  
Or bi-, but you have a BILINGUAL classification as well, do you?

[P13]

Yeah. Yeah.

Researcher

I mean, are interdisciplinary programs often do they often involve international collaboration, is that one of the reasons for?

[P13]  
Yeah ((nodding)), that's that's the reason. Yeah. Yeah. And they are often kind of when we work together with programs from the [subject area] or from [subject area], and they WANT also kind of broaden up this kind of INTERNATIONAL research idea, and then English is the language also of the study program.

Researcher  
So then you're kind of, sorry, then you're kind of strengthening the ‘Standort’ in Austria through internationalization together.

[P13]  
Yeah. And and and then there is also a very important FACTOR and that depends there you see how research is VERY much linked within teaching, since we have in the LAST years TRIED to also from from our kind of researchers to be more internationally, yeah, you have uh now people from ALL over the world coming to [case study university], and of course you that can't accept that EVERYBODY else speaks German. They have to learn it within three, four, five years, but maybe they will not my they they will never come to a level that they REALLY can TEACH in a WAY that German could be their first language, that the main language of the courses. So ALSO it's a decision from certain programs that they say now we have so many experts from ALL over the world, and the common language is not German, it's English. So we rather stick to a very a very high level MASTER program which is in English that we can involve all our researchers as well. So it depends often also from the people who are COMING to the certain field, and often there are people who are coming from interdisciplinary fields and also people who are very SPECIALIZED in certain programs. Yeah. So you would rather run a master degree on [subject area] in English but THEN you would have a a program on German studies. Yeah, because of German studies, of course ((laughing)).

Researcher  
Well, they’re, they’re the obvious ones ((laughing)).

[P13]  
Yeah, that's the obvious one. But even there we have SOME also in German studies we had a tried to also involve English speaker, English speaking SCIENTISTS who coming from ABROAD yeah, to also open our also GERMAN studies a little bit make it more attractive for people from all over the world. But at the end of the day, of course we’re we’re running a program which is in German, and CERTAIN courses there it's also possible to to have as a language within the course English, yeah. And THERE may be the interdisciplinary come becomes a more important role when you look, for example the the, the whole development in within digital in the humanities, yeah.

And THERE you find experts uh for humanities who just are English, or they can speak in English and you would LIKE to involve them in programs in the [subject area] as well. And THEN you have to decide to kind of make tandems or you just can say, ohh this special course, it's just taught in in English and it cannot be run in in German because the expert just KNOWS English, yeah.

Researcher  
Sorry, did you say TANDEMS?

[P13]  
Tandems like a German speaking person and English speaking German person, they are working together in one class.

Researcher  
Like a teaching TEAM kind of thing, OK.

[P13]

Yep.

Researcher  
Um am I right in thinking because you were talking about the makeup, the international makeup of the staff impacting of the researchers impacting on the teaching, am I right in thinking that ALL research staff have to do at least a MINIMAL amount of teaching, so there's no such thing as a research ONLY contract?

[P13]  
No, no.

Researcher

No. OK.

[P13]

You have of course we have SOME from the THIRD party uh fundings, there are SOME researchers who JUST have have to do some research. They are not, don't have contracts where they also have teaching, but the PERMANENT staff for the staff, which is more or less paid from the university, they have ALL an amount of at least the younger persons have two courses and professors and researchers kind of four courses.

Researcher  
So third party research, because I was talking to someone who mentioned as a possible reason WHY so much English, so many English courses are so much teaching is an English, she also mentioned that third party research, the researchers also have to do a very SMALL amount of teaching. Is that not the case?

[P13]  
No, that's not really the, they WANT to do teaching as well. And of course for the kind of curriculum it's, it's also important if you're just doing the research thing and you have never done experience in teaching and NOW especially in in certain fields, the people are asking also that they would like to do some teaching as well. And yeah, if there are subjects, they are quite happy that they can involve these specialized people.

Researcher  
OK.

[P13]  
In other fields, they don't even need them because they have not enough PERMANENT staff and the since the the study program maybe is running in German, they COULD not even involve these people, yeah.

Researcher  
But how about subjects involving laboratories? Is it likely that someone would just be researching without doing any teaching on a third party? It happens.

[P13]  
((nodding)) Yeah, that, that, that's that happens. Yeah. Yeah, yeah. Yeah. Or the contracts because they they have contracts where they just research, they HAVE to and they would get, maybe there are SOME some third party foundations where it also compulsory that the university would give them some COURSES, but in GENERALLY they would not to have any teaching at ALL. And when they want to do it they would get extra CONTRACTS for teaching.

Researcher  
So, but I mean there COULD be a requirement from the funder themselves then to incorporate that into it, right? That could be what what the person was talking about.

OK. So we talked a little bit about how new implementation of programs in English my lean towards certain subjects or internationalization. How about new implementation of a program in German?

How would this? Have you ever had the case where there MIGHT be a question of SHOULD we do it in English or SHOULD we do it in German, and GERMAN has won won the debate ((laughing)).

[P13]  
Yeah, we have quite OFTEN this this DISCUSSION because it when we come together in this kind of meetings, this kind of starting point, then there is often this, there is the question especially for if there are, if there are very many NEW professors coming from an international point of view, they would ask why can cannot be run a program JUST in English? Yeah. And then there is maybe the the the OTHER group that the other, the permanent staffs who say but from our our point of view from the subject it doesn't make sense that we just make a program in English. We should run it in German because our students should be qualified better for a a market uh which is in the German speaking COUNTRY, so we don't want just, we had, for example, these discussions now with [subject area] and they wanted that it there is possibility to make a track JUST for international students, kind of that they uhh can come through the system just with English courses and then there was a large group within the professors who said no, but we our program is just orientated very much on national uhh catego- categories and we DON'T have this international influence, so it doesn't make SENSE for the students just to run within the English track. And that's also maybe SOME of the programs which is there is written the general language is German, but there is ALSO a possibility to switch into English. SOME of the programs to attract international students, they do it in that way that they GUARANTEE the international students that they come through the WHOLE program JUST with English courses. But this is NOT that easy to organize, because then you have to have MANY professors who do the the GERMAN part AND the English part as well. So it's not that easy, but some of the programs they they tell if you come from an international point of view, it's possible that you have a track just in English.

Researcher  
So so taking as an example, [subject area]. So the people who resisted any changes to English or having this international kind of track through the program they said it was because the subject was relevant to German speaking countries? So in what way is in what way is [subject area] limited to German speaking countries?

[P13]  
No, because the program is very focusing on on, on, on on they have done a kind of specialization within the [case study university] that they very much collaborate with partners who are involved in Austria and [city] so EVEN if there that the level of English or it's IMPORTANT for the subject to know English from a certain point of view, you cannot just run an English program because you work together with organizations here in [city] or in Austria, where not ENGLISH is the language to communicate, but the language is German. So you have to deal with these things as well, yeah.

Researcher  
So it's working with organizations outside the higher education sector as well, OK.

[P13]  
Yeah, that's right. Yeah, yeah.

Researcher  
Right. Did they give any other reasons or is it JUST related to subject area?

[P13]  
I I can tell you there is ANOTHER reason for, but that's maybe a little bit also, I understand it as a kind of there is also a GROUP. This is kind of uh MY interpretations of especially of this this field. There is a GROUP of teachers, let's call them also EXTERNAL teachers, but they were working for many years for the university, and they have the fear if the course is just running in English, they would not get any lessons anymore. So there is a group which is very more very much uh into the the the courses has to be also be in German because they have the panic that maybe they LOSE their jobs. So this is also the reason for SOME people who stick into the German, yeah.

Researcher  
So these are people on contract positions, is it, or part-time, part-time positions?

[P13]  
Yeah, yeah, part-times or they just, they're just there for. So this is a, this SHOULD not be the main reason for a decision of the languages, but I can also understand it from since the the curriculum, even if I at the end of the day or the the [governance body] is deciding at the university that the the the big decisions that are something is in English or in German or mixed, we have the group who is at at the end of the day DEVELOPING a certain curriculum, and within this group there are certain parties, let's say, from from a academic field, and they have different interests and they CAN be for example Austrian[?] interests of a certain group who say I was doing my teaching for the last 20 years in German and I want to change it because I I find within [case study university] a certain program SHOULD also be in German, or they say also my English is not good enough to make to run the course also in English. There could be DIFFERENT reasons and I can ALSO understand it. I often when we make this kind of decision making that that study group decides that they run a program in England English, I always ask from a kind of also ‘Qualitätssicherung’. Yeah, I ask, are you SURE that you have ENOUGH uh TEACHERS who can make courses in English which follow also a kind of didactic program. And it's not just we speak a little bit English, because DOING a course in English is not that easy for a person who is not uh grown up with English as a first language, so you see it, for example, I've lived for a period in in England, but I I would from MY point of view, it would be very difficult also for ME to run a course in English.

So I always ask the people, do you have enough staff because we also need the QUALITY because it's not just that I TEACH certain uh topic in another language you need also this kind of different SETTINGS[?] that I can run discussions that I WORK within the topics on a LEVEL where you also say it's not just uh we are reading books and TALKING a little bit about this. So thus we have certain different didactic settings[?] that we develop certain skills within a certain subjects.

And it's not just a CHANGING of languages. And then some, sometimes the people also say ohh, maybe we have four professors and the others they are not that good enough in English. So we have to decide to make it in German, yeah.

Researcher  
Right. Well, let's get back to the decision making. So obviously you've got quite a democratic process going on at the [case study university]. And you said the [governance body] is quite autonomous, isn't it? So you work together with other people, but so you're kind of FREE of ministry and or and you know, interventions and things like that. So I mean, who who makes the decision of lang- on language of instruction. So how does the process, how does it proceed, so from proposal to approval. So you know if I'm a teaching staff and I say look, it'd be great to have this program in English, I would I would put a proposal together and put it to the rector at first and then it would come to the Senate and, or how does it work?

[P13]  
Umm. The process is quite quite COMPLEX because yeah yeah, of course, because we have this so-called ‘Studienprogrammleiter’, yeah, he's kind of, he is the chair of the study program in a certain field and he or she DECIDES or or it's uh possible that he or she decides that we would need a new subject or we would need a renewal of a curriculum, and then this person of COURSE has to speak with the team of faculty with the people who are responsible in certain fields. Yeah, or maybe a professor is coming you to to university and say oh within your study program, I don't find any uhh any ANGLE where I also can develop MY research [?] like this, and then uhh, there is a decision maybe we need a renewal of our programs. Yeah. And he can make a kind of ‘Antrag’ at the ‘Rektorat’ and which is coming then to the Senate as well. And there the we we meet together and make a kind of decision that it's now the right TIME to make a CHANGE of a study program or to make a new program.

Yeah. And so that the the the starting point comes from this kind of chair of the studying program OR it can also be decision making, which is coming from the the the REKTORAT, OR it could be from the Senate as well or from the ‘Universitätsrat’. Yeah, this kind of three ‘Leitungsorgane’ have the possibility to to bring on certain programs, but I would say it comes from the [case study university], it comes very much BOTTOM up from the subject OR there are kind of decision makings from from the ‘Rektorat’ because THEY are writing a kind of ‘Entwicklungsplan’, developing plan for the next five years, and any study program which is coming NEW or will get a renewal has to be written down there.

So we cannot just say, alright, we’re making a new PROGRAM, it has to be in the ‘Entwicklungsplan’ and the ‘Entwicklungsplan’ is also discussed with the ministry because it depends how much money the university is getting. Yeah. So it's a kind of COMPLEX situation, and it has it's it's not that easy that we say alright, let's do it quite quickly. And THEN with the LANGUAGE decision, there we have a kind of it's it it it's MORE easy to make a kind of decision making or change in a way that when we say we are running a GERMAN program, it's quite easy to say we make a program which is running German AND English kind of a a a step in BETWEEN where we have both languages involved as a kind of developing in a program which is coming maybe in 10 years running JUST in English.

Researcher  
Umm OK.

[P13]  
So that the in between step would be German and English as BOTH possibilities, yeah.

Researcher  
So you see that as a kind of SHIFT in progress then from, OK.

[P13]  
Yeah. Then yeah, because it's quite if you don't, if you have a NEW program with NEW person involved, then it's easy to say, let's run it in English. But if you come from a program which is just settled, then you have to have a kind of SHIFTING phase, yeah, where and also in a kind, I find it quite GOOD also from a kind of evaluation thing. Then you can also see HOW are these English courses used, from which STUDENT population, is it just used from the international students or also from German speaking students who want to make a focus more international or things like this or the other certain fields which the students just want to hear in English, yeah, because the the language is or the the, the, the the papers are just in English or somethings like this.

Researcher  
Right. And does it then go back to the Rectorate for final approval or [?]?

[P13]  
Yeah, it from from the PROCESS then it's like this. So the the, the, the the study program is the chair of the studying program is making this ‘Antrag’. And THEN we sit together and then uh the the the, the, the chair of the ‘Currikularkommission’, together with the Rektorat of of, of teaching and studying, is writing a kind of we call it, how do we call it? I'm now into English and I missed the German word right now it's a kind of ‘Arbeitsauftrag’.

We're doing uh we're writing down what we have, what DECISIONS we were making with the Dean and the ‘Studienprogram’ where we decide, for example, ohh, this program will now run in English and you your your EFFORT from this kind of group who is now developing the studying program is to make out an English PROGRAM of the old one. OR we decided oh you have to put in these subjects or we want to make a kind of more INTERNATIONAL program NOT within changing the languages we want to make it kind of putting uhh kind of MODELS within the curriculum program which you have to do ABROAD, yeah. You can put English as a kind of other LANGUAGE within the curriculum, not just in the way that you say ohh, the program is running in English; you can also do it in the way that you say it's obligatory that you GO for one semester ABROAD and then when you go abroad, of course, maybe many of these students will go to an English speaking language, or they find themselves in an English speaking surrounding, yeah.

Researcher  
So the ‘Arbeitsantrag’ goes BACK to the rectorate, then, for FINAL approval.

[P13]  
No, the ‘Arbeitsauftrag’ is DONE from the Rectorate and the Senate TOGETHER. Yeah. [Redacted identifying information]. And this ‘Arbeitsauftrag’ is going to a GROUP [redacted identifying information], saying these three professors these three teachers these three students, THEY are now responsible for developing a program. And they write the curriculum, and THEN it's the quite a very, I also say this process has to be very transparent in a way that you go to certain meetings where you speak about the program, about these decision makings and things like this. And THEN we have two steps: we have a FIRST reading in the ‘Currikularkommission’ where they look at the first draft and say, all right, you're going in the right decisions in the ‘Arbeitsauftrag’ it was written that why did you not follow that program or things like this and feedback is given to the group, who were working on this and between and then from the first reading, we make this program also open to EVERYBODY who wants to look at the program. So it is open also for interested SOCIETY and then they have one month or some weeks where they can bring in some comments on the program, [redacted identifying information], and THEY from all this input make a FINAL draft, and this final draft goes to the ‘Currikularkommission’ in a second reading. Then we're saying THIS is all right now, and then it goes to the Senate, and they also say all right. And then we will start in October with the new program or the renewal of a program.

Researcher  
So basically, the Senate approves the final program.

[P13]  
Yeah, umm, since since the ‘Currikularkommission’ is a SUBgroup within the Senate, [redacted identifying information], and it's the kind of the Senate at least DECIDES, yeah, but more or less, if we have a result that everybody in our ‘Currikularkommission’ decided that that's alright, NOBODY in the Senate would then say no, no, we don't want it, because it would be also unfair in the whole process, it cannot be that everybody's working within the process and that at the end of the day the Senate is saying no, no, we don't want it. We don't want the program because it's too international or internal[?]

Researcher  
Yeah.

[P13]  
So, at least in the last six years, it was NEVER like that ((laughing)).

Researcher  
Yeah.

[P13]  
No, because of course we are GROUP of of the Senate, so it would be a shame for the Senate if they is the Senate is working against the Commission, which is part of the Senate, so it would be quite strange ((laughing)).

Researcher  
So out of curiosity, do you ever get much, I mean, does anyone, because you say it has to be open to the public for one month or something to get feedback or if someone wants to give it, do you ever GET anything? ((laughing))

[P13]  
Yeah, yeah, we have. There are certain, sometimes we don't get or MOST of the times we don't get nothing at all, but especially and that's interesting with which with programs where is involved very much the society, and sometimes we we are also writing to certain groups especially LOOK at the curriculum like kind of present for example teaching programs or things like this. This is more complicated because there is a kind of accreditations as well, from the ministry as well, but THEN we also say PLEASE have a LOOK on it, yeah. GIVE us a feedback and especially in this programs where the communication within there within the group is not that uh that good, that it's not a transparent process to making this kind of curriculum, THEN we’re getting MANY feedbacks, because then the students are saying NO, we don't want this English program or ohh there is another group they’re saying, right, have you killed down the program on [subject area] or things like this, why did you do that ((mimicking lamenting voice)) and things like this. Yeah. So we GET it. But then it's often for me, it's often a SIGN that something from the process was not running that good. Yeah.

And to to tell, because we're speaking about this English thing, we had a kind of discussion now with this I think it was [subject area] where where the GROUP was giving kind of the ‘Currikularkommission’, the decision, decide, GIVE us an input whether we should run just a German course or German program also or German and AND English, and the suggestion was to do a course in German AND English. And THEN there was starting a discussion what does this “AND” mean? Does this “and” mean that English has ALWAYS to be involved, and we had an understanding and English means that you can run certain courses also in English, and the students can decide whether they make this English courses or not, or you decide certain MODELS are running English. And THEN there was a discussion whether it should not run- it should be called uh and OR English? And what does it mean and OR English? Yeah. So we were becoming a kind of SEMANTIC discussion and at the end of the day, we did not understand what what is the reason for these discussions and the feedback now, because from a HEURISTIC point of view, this end is quite open and clear. And the student program can DECIDE whatever he wants. And it's a kind of shifting between German and English, yeah. And it was for ME quite interesting to having this discussion and at the end of the day, I did not understand WHAT what is the is the the the the, what are the the TEACHERS really WANT? Is is it just running a GERMAN program or do they want to get really more INTERNATIONAL, and that we were starting out now it's CLEAR how it has to be written and how they will organize it in the program. And for US it's for ME, from my point of view, for ME it's not that important that it's written, there is English or German or things like this. We need a GUARANTEE for the students who, running this program that what is WRITTEN in the curriculum that they also GET. It cannot be written in German and English and at the end of the day, it's just a English program uh a GERMAN program. Yeah. So if there is written in German and English, they have also have to have courses within English.

Researcher  
Yeah, I mean like as an OUTSIDER, if I see German and English, I would assume you you have to do both. So it wouldn't cross my mind that when you have German AND English, you can make your way through only with German courses for example. So maybe that was their CONCERN as well, yeah.

[P13]  
Yeah. Yeah, yeah, yeah, that's that that's the POINT. And then there was coming this group, so who's saying ohh, but I'm teaching just in German. Maybe if we have to make a a a program with German and English, I don't get my courses anymore. And they wanted the guarantee that everybody who HAS uh German just want to study in German, they should have the possibility as WELL. But then you see it's another motive for these people, because they just want that they that their courses are guaranteed. Yeah.

Researcher  
And how about you, so you, so you mentioned teachers, did you mean teacher trainers, the people studying PEDAGOGY or you mean the teachers teaching the program before? So when you said that you give society, put it out for a month, OK, you can give feedback on this PROGRAM, and SOME people are resistant towards English because they think they HAVE to do it whereas they can still make their way through the program with German. Did you mean the students? So it was mainly the students had concerns about that or teacher trainers, people who are studying in order to become teachers later.

[P13]  
OK, maybe you could. Can you repeat your question because I I was thinking in another way and I maybe I lost your your point, sorry, sorry, sorry.

Researcher  
Sorry, so, so the people who expressed CONCERNS over German and English, were they students mainly.

[P13]  
No. This is uh teachers.

Researcher  
Teachers, and teachers in your university or teachers, people training to become teachers or teachers from OUTSIDE the university.

[P13]  
They are teachers, maybe from the last 20 years, but they have not uh CONTRACTS. They have contracts they every year are getting another contract. So they are not FIXED in at the university, because if somebody for example, I'm coming from an international program and I come to [case study university] and I have uh I have to teach six or four courses four courses a semester and I don't speak German, for example. Yeah. And we are running just a German program, I say ALRIGHT if you are not happy with doing ALSO English courses, nevermind I’m doing my RESEARCH, I'm not doing my teaching. There are some people like this who say, alright, if you just run your German, MY German is not good enough to to make a course. Yeah. And you would not find these people that often. But you COULD have this attitude towards that, that you say alright if YOU make this decision, you can't ATTRACT international researchers to [case study university] anymore. If I have also to teach, and if I have to teach, I can just do it in ENGLISH, because my German is not good enough. Even if our in our contracts it's it's written like that our GERMAN should develop in the next three years, but you can imagine if I come, if I've never had GERMAN before and I come to [case study university] it will not just take three years that my German would be THAT good that I can do a course, yeah. MAYBE my German is that good that I can FOLLOW more or less a discussion within within study programs or things like this, yeah.

Researcher  
And it's not evaluated anyway, is it?

[P13]  
Yeah, yeah, yeah.

Researcher  
They're not required to demonstrate that competence, right?

[P13]  
No, no, because I've never heard of about somebody who did not perform in German, then he was telling, alright, you have to go now ((laughing)). No, not at all. Not at all. Yeah.

Researcher  
And I'm I I'm aware we're kind of coming, do you still have some TIME or do you need us to finish?

[P13]  
No doubt that's that's fine. I have, yeah yeah, I'm fine.

Researcher  
Are you okay? Um yeah. So coming back to this, so the main feedback you got from when you put it out for a month has been from those temporary contract teachers who want to continue with their job basically at the university. Have you had any other feedback from people who are resistant towards English in the curriculum?

[P13]  
Maybe not not too much from the FEEDBACK, it's more the kind of that they want a GERMAN program from outside, maybe because from organization that they expect that they want to collaborate with with the STUDENTS or with with, with the STAFF from university, they are often maybe more CONCERNED that they their language will be GERMAN yeah, but then they often think maybe the German speaking students then come to THEM, and it's not the English speaking Germans. But there is not often the feedback ON the languages too much, yeah.

Researcher  
OK. So previously you mentioned that MOST of the decision to say run courses in English comes from the bottom upwards, but you said SOMETIMES it comes from the top downwards, so maybe could you think of some example where it's come from the top downwards or?

[P13]  
It it it comes from top DOWN when we decide to kind of open the the study field more for an INTERNATIONAL student group, then this is a kind of, if we decide for example we can decide that we want uh [subject area] that our focus HAS to be on German speaking STUDENTS because there is a LACK in a qualified person in [subject area], yeah. It could be a decision, we MAKE a German program because we want to attract ALL German speaking students. If we decide THAT, we would make kind of [subject area] as a program which is not LINKED very much with the international development, yeah. So it is a decision, maybe in the BACHELOR we’re doing it in GERMAN, but in in the MASTER we’re doing it in English. NOW we have a decision where we can say, alright, if [case study university] is making an international program on [subject area] in English, WHO is coming to [case study university]? We have other programs and international programs which are in ‘Konkurrenz’ concurrency with with OUR program. MAYBE we don't get the BEST students, international students. Maybe we get the students who don't get a place in the more qualified or not qualified in the in in UK or in America or things like this, yeah? And THEN it's kind of decision making, can we REALLY run with our staff, an international program where we attract students from Ukraine, Chinese and and and Australia or things like this?

Maybe we can just run a program with 30 students, and then we say, ALRIGHT, if we just run a program with 30 students, where are OUR students, where we also need to be qualified? Are they on the same level? And THEN it's often also a decision to say, alright, let's run a SPECIALIZED program a REALLY specialized program in English where we attract the international students and maybe a more broad broadened program which is generally which we run in German to attract the the the, the, the GERMAN speaking students, and these are often decision makings which are TOP down.

Researcher  
So this higher level of specialization you're looking for higher quality international candidates or students, basically?

[P13]  
Yeah. Yeah. It's often like this. Yeah, yeah.

Researcher  
OK. And you do that through specialization because you become more comp-

[P13]

And there is now also an important which I forget already, we have a we have a and a POSSIBILITY within the law if we run a ENGLISH program, then we can make a kind of ‘Auswahlverfahren’. We can make [?] we can DECIDE that we make a program which is more smaller, but we can do it JUST with English.

Researcher  
Yeah, with FOREIGN language programs, yeah.

[P13]  
[?] programs. Yeah. If you run an English program, we can make a ‘Auswahlverfahren’ and with the German program-

Researcher  
It is that the same as just restricting numbers? Because that's in the Universities Act, isn't it? That you can restrict numbers, so THAT'S still RELEVANT to you?

[P13]  
That's RELEVANT because some study programs decide to make an English program because they don't want to have too much, too many STUDENTS. And THEN maybe this is a reason why they want to run an English program. Because they have the fear if they have a-

Researcher  
Is that to safeguard. Well, you were, what was the reason for for that you were going to answer? Sorry.

[P13]  
The reason is that they can DEFINE a NUMBER and they make a kind of.

Researcher  
Yeah, but WHY did why do they WANT to? Why do they WANT to restrict the?

[P13]  
Because they don't want to, they have not the RESOURCES for a hundred students from the teaching. Yeah, because it's a cost. Because they if they have 100 students, they have to run three courses, yeah. If they have 30, 30 students, they have just to run ONE course. It's all a question of MONEY, and often they just want to have small groups where you can specialize and where they really can WORK with the students and not going in the broad[?].

Researcher  
So it's more a question of resources rather than quality than.

[P13]  
Umm.

Researcher  
OK. And so you mentioned like these top down decisions or you know proposals that go through the mechanisms of approval and discussion and approval, that they relate often to specialization to attract international students. Yeah. So what does TOP down mean, that means that the Rectorate brings it to the Senate or?

[P13]  
No, it's kind of, uh, it's a DISCUSSION, of course, the rector is not just saying, oh, now we run this English, it's it kind of WORKING to I I'm I'm not sure whether the the the the Rectorate is making that there you have to ask the Rector on on [themselves] or the ‘Vize’ rector on [themselves] whether they sit together and say now let's do more or whether they have some regulations also from the ministry that they say oh we HAVE to have more international programs, I don't KNOW about this, yeah. But it's a kind of DECISION making that they say, alright, this field, we rather stick to an international orientation, and then they of course speak with the Dean with the chair of the studying program and with the Senate. And it has to be THEN also written down in this kind of ‘Entwicklungsplan’. And when you look at this ‘Entwicklungsplan’, we have NOW a kind of STRATEGY. So MAYBE it could be interesting for you to have a look at this, because then we write ohh we want to change in an English program, and we try now to make clear because there we were not very consistent [redacted identifying information] that that ENGLISH speaking of where, where you have a STUDENT program which is JUST in English that we also have the TITLE in English. And if you have a student program which is run in GERMAN, that it's a program which is called in GERMAN.

Researcher  
They asterisk, they ASTERISK the courses in English in THIS development plan the AND the previous one. But what's interesting about the development plans is that English is becoming more and MORE visible through them. So I actually sourced all of the development plans since the beginning. So from I have 6 development plans through time, and English is becoming more and more visible NOW. But what interests me is that when I look at the NATIONAL development plan by the Austrian Government, they have now THREE since they started having to do this, they DON'T mention the English language for the current one. So on the ONE hand you have the visibility of English increasing through the development plans at the UNIVERSITY, but in the national level, there's no mention of the English language. Yes, they have the objective of internationalization, and they've expanded this concept to include Betty Leask, you know, on this internationalization of the curriculum. But THEY don't actually mention the English language. So do you have any insight into you know, WHAT is the currency of the English language, do you think in negotiation with the BMBWF BMBWF because they THEMSELVES don't really mention it? Is it just shorthand for internationalization, do you think?

[P13]  
Yeah, I I I think they they the the MAIN of course if you look on a level of of of of teaching in in school then English is the FIRST foreign language in ALL programs more or less. So you see it if if the students they are always coming to the highest level and English is there the foreign language, yeah, of course. So there is a a clear COMMITMENT to English within school, and we have also many programs now within school specialization, you have this kind of bilingualism schools who are running part time German part time English and mixed courses and things like this. So you have VERY much within THIS field, and within university. I'm not sure whether they declare it very much within the English. They have this label of internationalization and because they want an interna-, not an INTERNATIONAL student study program, maybe they have, I'm not sure whether they have a focus on that, I think they have a very focus on a kind of INTERNATIONALITY within the research. And as you KNOW, the, the, the, the COMMON language within the research is now English as a lingua franca, yeah, within ALL the fields. So IF you want to get international, you HAVE to stick to a language where the, the community, the research community can community with each other and it's English, yeah. And THAT'S why it comes within teaching as well. And WE have also the discussion of international PROFILE within our personell and THERE we often find that they say, but Internationality does not mean that somebody from Germany or Switzerland, speaking German is coming to [case study university], because this is ALSO international, yeah. And OFTEN it IS like this since we are also and more or less we are in a German speaking country, and most of our courses ARE running in German. So it's often internationality linked with German language, yeah. And THEN we have the other point. It cannot be that internationality means that we just get uh persons from an ENGLISH speaking country, and there we have a good PROFILE now that we look at that, we get international people from ALL over the world, from India, from Chinese, from yeah. But THEIR language then is English, so if because [?].

Researcher  
Do you mean the STAFF? Are you talking about the STAFF now more than the students?

[P13]

The staff. Yeah, yeah.

Researcher  
So basically, do you think that in the development plan where they say English and asterisk or or or they sorry they asterisk the course, which MEANS that it's in the English language, that this visibility is basically saying look we're international, like TRULY international, not with German students or not with Swiss students, is that like?

[P13]  
And I want to come to this kind of our I've also started this progress, but this will take another years, that we don't need anymore this is this asterisks, that you SEE if a program is is has a name in ENGLISH, then it's clear it's an ENGLISH program and if the title is in GERMAN, then it's in German program. So it is take the IDEA.

Researcher  
OK ((laughing)). Right. That's interesting.

[P13]  
But then you have, of course, then you have PROBLEMS also like kind of [subject area], yeah. [Subject area] is you would call it [subject area] and the program is German, but [subject area] is the international label for a certain, yeah, or even in the in the German studies we have a program master's program which is running in German, yeah, which is called [subject area in English]. And it's it should attract international students, but it's in German, yeah, but we DON'T find another word for [subject area in English], because [German equivalent for subject area] doesn't sound that sexy at ALL ((laughing)).

Researcher  
Yeah, I mean also in the development plan, it had some for example, had mentioned PREVIOUSLY foreign language, and the exact same TEXT has been replaced with English. So it's more OBVIOUS now that what we're MEANING is is English.

[P13]  
Yeah.

Researcher  
So it it seems almost like uh yeah, it increasing visibility of the English language also as a STRATEGY, yeah.

[P13]  
Umm.

Researcher  
Would you, would you AGREE with that?

[P13]  
Yeah, yeah, I think, I AGREE with that, and and I would also say, but THERE maybe we don't find kind of place in the ‘Entwicklungsplan’ coming from the [subject area] of we’re REALLY very keen on the topic of multilingualism, and that not just English becomes this kind of MAIN language where we discuss our research, whether we focus ESPECIALLY on languages from the from [geographic area], yeah, and we TRY, especially in our [subject area] that we all we call it that that we would TRY that in the [subject area], we have ALL [language family] languages, not JUST [country] and [language] and and [language]. We also have [language], we try to get also these kind of LITTLE languages, yeah, or in the [language family] we TRY to have [language] and [language] and NOT JUST [language], yeah. So we try to really have a BROADER understanding of languages and that we also have a focus on this, we call it the so-called SMALL languages, yeah.

Researcher  
Yeah, but this representation of MULTILINGUALISM is is within the subject area of of language and linguistics or cultural studies, or something relevant to that language, right? So I mean, I guess in the REST of the curriculum, then we're seeing this INCREASED use of English.

[P13]  
Yeah. And we have kind of what I already said, we have some curricula where we have kind of SPECIAL models where we say, ALRIGHT, within this program maybe it’s USEFUL that you have another language that you KNOW. And then, especially in [subject area], I remember one of the last changes in our curriculum, where they say ALRIGHT, when you are specialised in [subject area] and you know also [language], then you are open for a special program. Or or kind of political science or history, our focus on [geographical area], it does make SENSE that we open windows where they can learn [language], yeah. I can THEN specialize or for example we are we have a we had a focus on [geographical area] and [country], nobody would would have thought three years AGO that you that we would need specialized people in the [country], and now we have all them and it's important that they can analyze what's going on there and things like this so.

Researcher  
In political science or sorry, which in political science?

[P13]  
In political science, history and things like this, yeah.

Researcher  
Right. Yeah, yeah.

Researcher  
OK, sorry I've taken up so much for your time. It's been brilliant talking to you. Thanks so much for your insights and apologies for, yeah, I was trying to piece together how the process works and everything. And yeah, no, there's so much HERE to work with. So thank you so much for your time. Did did you want to add anything I maybe haven't given you a chance to to talk about.

[P13]  
No, I think I'm fine. OK. Thank you very much.

Researcher

Thanks so much. Thank you. Bye then.